

## BAMBERG 1 SCHOOL DISTRICT

3830 Faust St.  
Bamberg, SC 29003

**GRADES** PK-12

**ENROLLMENT** 1,602 Students

**SUPERINTENDENT** Phyllis K. Schwarting 803-245-3053

**BOARD CHAIR** R. Dale Padgett, M.D. 803-245-2433

**FISCAL AUTHORITY** District Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	9	1	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This district met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Average	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

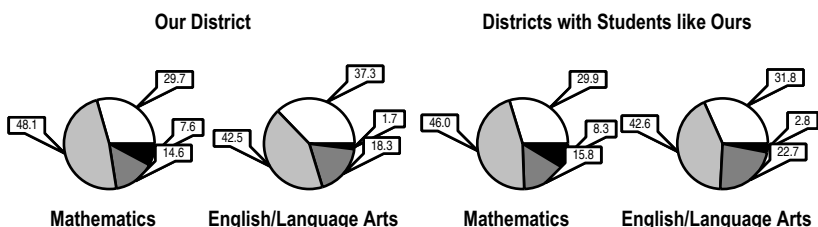
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.8%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

## HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	76.2	N/A	N/A	73.5	N/A	N/A
Passed 1 subtest	14.8	N/A	N/A	13.6	N/A	N/A
Passed no subtests	9.0	N/A	N/A	12.9	N/A	N/A

## ELIGIBILITY FOR LIFE SCHOLARSHIP\*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	8.2	13.4
Seniors who met the SAT/ACT requirement	8.2	13.4
Seniors who met the grade point average	53.6	46.3

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	795	99.5	37.3	42.7	18.3	1.7	20.0
Gender							
Male	390	99.5	42.7	40.5	15.4	1.4	16.8
Female	405	99.5	32.1	44.7	21.1	2.1	23.2
Racial/Ethnic Group							
White	314	99.0	27.1	44.8	25.4	2.7	28.1
African-American	477	99.8	44.1	41.2	13.6	1.1	14.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	648	99.4	33.4	44.4	20.4	1.8	22.2
Disabled	147	100.0	54.7	35.0	8.8	1.5	10.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	795	99.5	37.3	42.7	18.3	1.7	20.0
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	795	99.5	37.3	42.7	18.3	1.7	20.0
Socio-Economic Status							
Subsidized meals	549	99.8	45.4	40.2	13.8	0.6	14.4
Full-pay meals	242	98.8	18.9	48.2	28.5	4.4	32.9
Mathematics							
All Students	795	99.9	29.7	48.1	14.6	7.6	22.2
Gender							
Male	390	100.0	33.1	45.2	14.2	7.5	21.8
Female	405	99.8	26.5	50.9	15.0	7.6	22.6
Racial/Ethnic Group							
White	314	99.7	18.6	48.5	19.6	13.3	32.9
African-American	477	100.0	37.3	47.8	11.2	3.8	15.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	648	99.9	24.5	49.7	16.9	8.9	25.8
Disabled	147	100.0	53.3	40.9	4.4	1.5	5.8
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	795	99.9	29.7	48.1	14.6	7.6	22.2
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	795	99.9	29.7	48.1	14.6	7.6	22.2
Socio-Economic Status							
Subsidized meals	549	100.0	37.1	49.1	9.8	4.0	13.8
Full-pay meals	242	99.6	13.0	45.7	25.7	15.7	41.3

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	118	99.2	19.1	37.3	40.0	3.6	43.6
	Grade 4	132	98.5	32.8	45.6	20.8	0.8	21.6
	Grade 5	138	99.3	47.2	42.5	9.4	0.8	10.2
	Grade 6	127	100.0	49.2	41.8	8.2	0.8	9.0
	Grade 7	155	100.0	33.6	51.0	13.4	2.0	15.4
	Grade 8	138	95.7	45.2	38.9	15.1	0.8	15.9
<b>2004</b>	Grade 3	113	99.1	18.2	40.0	36.4	5.5	41.8
	Grade 4	115	100.0	21.7	47.0	29.6	1.7	31.3
	Grade 5	141	99.3	34.3	54.3	10.7	0.7	11.4
	Grade 6	138	100.0	59.4	29.7	9.4	1.4	10.9
	Grade 7	140	99.3	42.0	47.8	10.1	N/A	10.1
	Grade 8	148	99.3	41.1	44.5	13.0	1.4	14.4

<b>Mathematics</b>								
<b>2003</b>	Grade 3	118	100.0	12.6	45.9	24.3	17.1	41.4
	Grade 4	132	99.2	22.4	60.8	12.0	4.8	16.8
	Grade 5	138	100.0	40.6	45.3	11.7	2.3	14.1
	Grade 6	127	100.0	24.4	48.8	16.3	10.6	26.8
	Grade 7	155	100.0	25.5	43.6	18.8	12.1	30.9
	Grade 8	138	97.1	45.3	32.8	13.3	8.6	21.9
<b>2004</b>	Grade 3	113	100.0	16.2	59.5	18.9	5.4	24.3
	Grade 4	115	100.0	19.1	47.8	21.7	11.3	33.0
	Grade 5	141	99.3	37.1	52.1	5.7	5.0	10.7
	Grade 6	138	100.0	37.0	38.4	18.8	5.8	24.6
	Grade 7	140	100.0	28.1	46.8	13.7	11.5	25.2
	Grade 8	148	100.0	42.2	44.9	8.2	4.8	12.9

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	125	97.6	13.7	29.9	35.9	20.5	56.4
Gender							
Male	61	96.7	16.4	34.5	30.9	18.2	49.1
Female	64	98.4	11.3	25.8	40.3	22.6	62.9
Racial/Ethnic Group							
White	49	98.0	4.3	17.0	51.1	27.7	78.7
African-American	75	97.3	20.3	39.1	26.1	14.5	40.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	111	98.2	11.4	27.6	38.1	22.9	61.0
Disabled	14	92.9	33.3	50.0	16.7	N/A	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	97.6	13.7	29.9	25.9	20.5	56.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	125	97.6	13.7	29.9	35.9	20.5	56.4
Socio-Economic Status							
Subsidized meals	71	97.2	21.2	37.9	27.3	13.6	40.9
Full-pay meals	54	98.1	3.9	19.6	47.1	29.4	76.5

Mathematics							
All Students	125	96.0	16.4	40.5	25.9	17.2	43.1
Gender							
Male	61	93.4	25.9	31.5	24.1	18.5	42.6
Female	64	98.4	8.1	48.4	27.4	16.1	43.5
Racial/Ethnic Group							
White	49	95.9	10.6	31.9	29.8	27.7	57.4
African-American	75	96.0	20.6	47.1	23.5	8.8	32.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	111	97.3	11.5	42.3	26.9	19.2	46.2
Disabled	14	85.7	58.3	25.0	16.7	N/A	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	96.0	16.4	40.5	25.9	17.2	43.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	125	96.0	16.4	40.5	25.9	17.2	43.1
Socio-Economic Status							
Subsidized meals	71	95.8	21.5	47.7	24.6	6.2	30.8
Full-pay meals	54	96.3	9.8	31.4	27.5	31.4	58.8

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	102	96.1%	97	8.2%	107	83.2%	N/A
<b>Gender</b>							
Male	46	91.3%	43	9.3%	50	80.0%	
Female	56	100.0%	54	7.4%	57	86.0%	
<b>Racial/Ethnic Group</b>							
White	36	97.2%	35	20.0%	40	85.0%	
African American	65	95.4%	61	1.6%	67	82.1%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	98	96.9%	91	8.8%	100	89.0%	
Disabilities other than speech	4	I/S	6	0.0%	7	0.0%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	101	96.0%	97	8.2%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	101	97.0%	97	8.2%	107	83.2%	
<b>Socio-Economic Status</b>							
Subsidized meals	58	94.8%	50	0.0%	55	74.5%	
Full-pay meals	44	97.7%	47	17.0%	52	92.3%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	96.1%	94.9%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	107	370
Number of Diplomas	89	279
Rate	83.2%	75.5%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	472	447	483	475	955	922
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.8	17.2	18.3	19.0	18.8	18.0	17.7	18.2	18.3	18.3
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,602)				
First graders who attended full-day kindergarten	100.0%	N/C	97.6%	97.2%
Retention rate	4.9%	Down from 5.3%	5.4%	5.3%
Attendance rate	96.1%	Up from 95.9%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%		6.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%		5.6%	5.1%
Eligible for gifted and talented	8.6%	Down from 8.8%	10.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.9%	Down from 8.6%	11.6%	10.9%
Older than usual for grade	5.1%	Down from 5.6%	5.1%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.6%	0.9%	1.1%
Enrolled in AP/IB programs	8.6%	Up from 4.3%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	35	Down from 80	109	157
Completions in adult education GED or diploma programs	5	Down from 22	39	39
Annual dropout rate	2.7%	Down from 3.7%	2.9%	2.9%
Teachers (n= 112)				
Teachers with advanced degrees	53.6%	Up from 51.2%	50.0%	50.0%
Continuing contract teachers	96.4%	Up from 94.3%	86.5%	84.6%
Highly qualified teachers**	91.6%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	1.8%		4.6%	4.4%
Teachers returning from previous year	89.9%	Down from 91.2%	88.8%	89.9%
Teacher attendance rate	90.9%	Down from 95.4%	94.7%	94.7%
Average teacher salary	\$40,566	Up 3.6%	\$39,451	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.5%	0.3%
Prof. development days/teacher	11.5 days	Down from 12.1 days	11.8 days	12.0 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.3 to 1	20.6 to 1	21.0 to 1
Prime instructional time	83.8%	Down from 89.9%	89.5%	89.5%
Dollars spent per pupil*	\$7,523	Down 1.5%	\$7,166	\$7,217
Percent of expenditures for teacher salaries*	56.1%	Up from 54.0%	55.5%	55.6%
Opportunities in the arts	Fair	Down from Good	Excellent	Excellent
Parents attending conferences	52.4%	Down from 69.8%	94.5%	97.3%
Number of schools	4	Down from 5	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	5.6%	Down from 5.7%	3.3%	4.3%
Average age in years of school facilities	42	Up from 37	25	26
Number of schools with SACS accreditation	0	No change	10	8
Average administrator salary	\$63,015		\$67,317	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	5 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board/Referendum
<b>Average Number of Hours of Training Annually</b>	32.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

During the 2003-2004 school year, Bamberg School District One has continued its tradition of excellence in academics, athletics, and the arts. District goals have led our students and staff to challenge themselves to rise above their highest expectations. Even during the most difficult of budget crises, the district has remained intensely focused on student achievement through a continuous evaluation of the curricula in all core subjects K-12, extensive staff development opportunities, and a relatively low pupil/teacher ratio.

The Tri-County Workforce Readiness Partnership, which is the tech prep consortium of which our district is a vital member, received the Exemplary Worksite Learning Award for 2003. The Consortium was one of only three in the nation to receive this prestigious honor. The district proudly received a Reading First grant which will provide approximately \$900,000 over a three-year period to implement strategies to enhance the development of the Language Arts program at Richard Carroll Elementary School - Campus A. Another significant grant award received was the Workforce Investment Act Grant of \$150,000. Bamberg One was one of 11 districts and the only small, rural district to receive this grant. The WIA Grant will allow us to implement the HIGH SCHOOLS THAT WORK concept, as well as PROJECT LEAD THE WAY, a pre-engineering course.

Richard Carroll Elementary School - Campus A (formerly Richard Carroll Primary) has been identified for the second year in a row as one of 87 schools in the state making progress in closing the achievement gap between economically advantaged and disadvantaged and/or between the performance of white versus African-American students. Richard Carroll Elementary School - Campus A also received the Palmetto Gold award for its Excellent Rating on the 2003 PACT test.

Bamberg School District One remains steadfast in our mission to remain a model of excellence for small, rural school districts. We also believe "the best is yet to come."

Phyllis K. Schwarting, Superintendent  
Bamberg School District 1